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ABSTRACT

This handbook offers guidance and support for parents in their efforts to foster the growth and development of reading skills in their children. Each section of the handbook deals with a separate educational level (early childhood, primary grades, and intermediate grades), and includes an introduction, a skills development section, an activities section, and lists of recommended books and periodicals for children at each educational level. (RS)

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A READING GUIDEBOOK FOR PARENTS

ED331036

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Together We Can Make A Difference

Unity

I dreamt I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher - the tools he used
Were books, music and art.
The other, a parent, worked with a guiding hand
And a gentle loving heart.
Day after day, the teacher toiled with touch
That was deft and sure
While the parent labored by his side
And polished and smoothed it o'er.
And when at last, their task was done
They were proud of what they had wrought.
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed they would have failed
If each had worked alone.
For behind the teacher stood the school
And behind the parent, the home.

Author Unknown

TABLE OF CONTENTS

	Page
INTRODUCTION	1
EARLY CHILDHOOD-BIRTH THROUGH KINDERGARTEN	
INTRODUCTION	3
SKILL DEVELOPMENT	4
ACTIVITIES	7
READINESS SKILLS	15
RECOMMENDED BOOKS FOR EARLY CHILDHOOD	17
PERIODICALS	21
PRIMARY-FIRST THROUGH THIRD GRADES	
INTRODUCTION	23
SKILL DEVELOPMENT	24
ACTIVITIES	26
PHONICS GUIDE	34
DOLCH LIST	37
RECOMMENDED BOOKS FOR PRIMARY GRADES	38
PERIODICALS	41
INTERMEDIATE-FOURTH THROUGH SIXTH GRADES	
INTRODUCTION	43
SKILL DEVELOPMENT	45
ACTIVITIES	47
RECOMMENDED BOOKS FOR INTERMEDIATE GRADES	56
PERIODICALS	58

Introduction

The early years, when a child is learning to learn, are extremely important in a young child's development. Research has shown that intellectual stimulation or lack of it during the first years of life, greatly influences a child's intelligence and behavior as an adult. By the time a child enters school, several years of education have already taken place, with the parent the first and most important teacher. Experts believe that a child's intellectual development is as great from birth to age four as it is from four to eighteen. This means that half of a child's intelligence has already been formed by age four.

A positive self-concept is an important factor in a child's readiness to learn to read. Nurturing self-confidence and self-respect is a key role of parents accomplished through the giving of generous praise, undivided attention, and unconditional love. Equally important, however, is the providing of experiences that allow a child to explore objects and ideas, to try new things, and to attempt to solve everyday problems. Children learn quickly that practically anything they want to know has been written in a book. Even children only months old will benefit from being held and read to from a book or being shown colorful pictures. The small child finds pleasure in being held, in listening, and in seeing colorful pictures, all of which promote a warm, secure feeling and stimulate the senses of hearing, sight, and touch.

Over the past twenty-five years, studies of "early readers" as well as studies of children who respond well to initial classroom instruction, indicate four factors that are present in the home environment of nearly every early reader:

1. The child was read to on a regular basis.
2. A wide variety of printed materials, books, magazines, newspapers, comics-- was available in the home.
3. Paper and pencil were readily available for the child.
4. The people in the child's home stimulated the child's interest in reading and writing by answering endless questions, praised the

child's efforts at reading and writing, took the child to the library frequently and gave books as gifts.

Almost everything in the child's day-to-day environment can be used, with a little imagination, to broaden horizons and stimulate thinking. Studies show that even the much maligned television set can be used to advantage by parents who watch with their children, talk about what they see, and limit the extent of watching to not more than ten hours per week.

The following quote from Gail C. Haley, 1971 Caldecott Medal winner, appropriately summarizes the importance of parents playing their roles well:

"Children who are not spoken to by live responsive adults will not learn to speak properly. Children who are not answered will stop asking questions. They will become incurious. And children who are not told stories and who are not read to will have few reasons for wanting to learn to read."

This handbook is offered in the hope that it will provide guidance and support to parents in their efforts to foster the growth and development of reading skills in their children. Parents who use the activities in the Handbook should be aware that benefits will be realized to the extent that children are actively interested and involved. Discontinuing an activity while the child is still attentive will help to insure enthusiasm when the activity is re-introduced.

BIRTH THROUGH KINDERGARTEN

Introduction

Readiness to learn to read is a stage in the process of learning that begins when the child is born. Basically, it is a task of the home and begins with the parents talking to the new infant. Your child's ability to begin reading instruction in a school setting will depend to a great extent on the experiences which you have provided during the pre-school years. Most importantly, when you show, by example, that you consider reading to be important, your child will more likely be motivated to read.

Skill Development

Sensory-Motor Development

Early learning takes place through a child's senses: touching, tasting, smelling, seeing, and hearing. Babies and small children demonstrate a built-in desire to use as many of the senses as possible in every learning situation. The most common household objects, with their different smells, sounds, tastes, and appearances, provide a vast field in which your child may experiment and learn.

The development of physical skills will enhance your child's readiness for reading: Fine muscle coordination is necessary for focusing the eyes on the printed page and for holding a pencil, while large muscle development permits the holding of a book. An understanding that the act of reading proceeds from left to right is of obvious importance.

Visual Perception

The high degree of visual skill required for reading involves the ability to differentiate between similar appearing objects, a process which begins even before a child learns to talk. Recognizing shapes (circles, triangles, squares, rectangles) and colors, identifying specific details of various objects, and differentiating among pictures are skills that carry over into the reading process as an effort is made to distinguish between various letters, shapes and words.

Auditory Discrimination

The ability to distinguish between words which sound somewhat alike is essential for good speech, vocabulary building, and general language development. You may stimulate your child's interest in listening by providing an assortment of records,

television programs and storybooks. The ability to repeat sounds accurately may be encouraged through mimicking of sounds, the delivery of messages and the repetition of words, phrases, and finally, short poems. Perceiving the differences in the sounds of words is necessary to the development of word attack or phonetic skills. It is perhaps important to note that, while a child's auditory acuity, that is, his ability to hear, may or may not affect his ability to perceive differences among sounds, the ability to hear "soft" sounds is developed as the child ages.

Oral Language

Oral language comes before reading: Words are the tools your child will be using for thinking and communicating with others. Since children learn more during the first five years of life than during any other period, their speech and language patterns are developed by the example provided in the home environment. The young child learns by imitating the speech of those around him and by associating words with objects and people in his environment. Your child will learn the speech he hears. You can support your child's oral language development by speaking clearly and listening attentively, reading stories and poems, and encouraging play-acting in which your child practices the use of language common to your daily lives.

Vocabulary

Vocabulary development is a continuous process related to extended experiences with words and ideas that widen and deepen a child's language skills. Since a child's reading power increases as his vocabulary expands, the importance of providing vocabulary-building activities becomes apparent. Word recognition activities might include labeling familiar objects in the home, introduction of a "word for the day," and word association games.

Comprehension

A wide variety of experiences will provide your child the necessary foundation for understanding what he hears or reads. Since, during the comprehension process, there must be interaction between the reader and what he hears or reads, receiving background information or having prior knowledge of the topic is a necessary prerequisite to comprehension. For example, if your child hears or reads a story about a "hare" but has no idea what a "hare" is, he will have difficulty understanding the story. Experiences which develop vocabulary and listening, speech and language skills are important to your child's understanding of what is heard or read. Asking your child to recall names of characters and the main idea and conclusion after hearing a story, having him retell a short story in proper sequence, and asking him to categorize pictures or objects, are activities which are designed to help develop comprehension skills. Comprehension is checked by asking questions; however, teaching comprehension skills requires a more systematic approach. Comprehension skills which need to be practiced include determining cause and effect (What might happen if...?) (Why did...happen?); sequencing events (What happened first, second, last?); identifying details in a story (where, when, who, what); identifying main idea (What is this story mostly about?); understanding figurative language ("I'm as hungry as a horse."); and distinguishing between fact and opinion.

ACTIVITIES

1. Fingertip Words

Purpose:
To increase vocabulary through the development of tactile senses.

Materials:
Common household objects

Time: 10 minutes

Procedure:

1. Talk to your child about the ways different things feel when touched. Ask him to touch a "soft" object such as a pillow, a cat or a fluffy rug. Explain that the object feels soft.
2. Find other objects for your child to touch as you explain the meaning of "hard" (floor), "rough" (sandpaper), and "smooth" (mirror).
3 Finally, name objects for your child to touch. Ask him to talk about how each object feels, using the texture words that you explained.

Additional Activities:

- Ask your child to find and name three (3) things that are soft, three things that are smooth, three things that are hard, and three things that are rough.
- Let your child help prepare a box containing such small objects as a key, sponge, scraps of materials, scouring pad, and so on. Have your child close his eyes, reach in, pick an object and describe its texture. See if your child can guess what the object is.

2. Let's Play A Naming Game

Purpose:
To compare various objects within the same class and to place them in categories.

Materials:
Pictures of different kinds of animals; horse, dog, bird, cat, etc.

Time: 10 minutes

Procedure:

1. Explain to your child that most things have at least two names.
2. Show the picture of the cat and explain that it is a cat but that it is also called an animal.
3. Repeat this activity with the other animal pictures.

Additional Activities:

- Encourage your child to find additional animal pictures in magazines.
- Repeat this activity using foods, furniture, etc.

3. Label the Room

Purpose:
To increase reading vocabulary.

Materials:
5 x 7 index cards
Black marker

Time: 10 minutes

Procedure:

1. Make word cards for objects in your home.
2. Present the words to your child and tape the cards to objects which they identify.
3. When all intended objects are marked, help your child read each card.
4. Make a game out of matching word cards and items.

4. In The Bag

Purpose:
To promote comprehension of the concepts of "beside", "inside", "out", "over", "around", "above", "on", and "under", while providing practice in following and giving directions.

Materials:
Large paper grocery bag

Time: 10 minutes

Procedure:

1. Open the grocery bag and place it on the floor.

2. Ask your child to:

   stand beside the bag
   put one foot inside the bag
   take one foot out of the bag
   step over the bag
   walk around the bag

3. Close the bag and ask your child to:

   hold the bag above his head
   stand on the bag
   walk around the bag

Additional Activities:

- Let your child give you directions.
- Ask your child to follow similar directions using household items and the bag. For example: Put the book in the bag.
- Draw three (3) squares. Give your child a crayon and ask him or her to:

  make a mark beside the first square
  make a mark under the next square
  make a mark over the last square

- Use different size bags to emphasize the concepts big, little, top, bottom, left, right.

5. All Sorts of Socks

Purpose:
To distinguish likenesses and differences.

Materials:
Socks
Other items of clothing

Time: 10 minutes

Procedure:

1. Let your child help you with the laundry by sorting the socks.
2. As you explain how to pair socks, sort through the laundry; find and match a few pairs. Tell your child to first think about the color and then notice the size of the socks. Socks of the same color and size must be paired by matching patterns or designs.
3. Together, match several pairs.

Additional Activities:

- Have your child sort and match such items as coins or buttons.
- Place a group of three (3) objects in front of your child--two that are exactly alike and one which is similar but different. For example: two cups that are exactly alike could be grouped with a different cup of a different shape or design. Another group might consist of coins- two pennies and one quarter. Ask your child to:
  - Pick up the two objects which are exactly alike.
  - Tell you one or more ways in which they are exactly alike.

- Pick up the object that is different and tell you one or more ways in which it is different from the two objects which are exactly alike.

6. Shop for Sounds

Purpose:
To enhance ability to match letters and letter sounds.

Materials:
Bag of grocery items

Time: 5-10 minutes

Procedure:

1. As you put away the groceries, let your child help. Tell him that together you are going to put the groceries away using letter sounds.
2. Select an item such as margarine. Ask your child to try to find other items that begin with the same sound. In this case, he might choose milk, meat and mushrooms.
3. Ask your child to group items together that begin with the same sound.
4. Select an item with another beginning sound and repeat that activity.

Additional Activities:

- Choose two letter sounds. Write the letter for each sound on a separate grocery bag. Ask your child to put three items that begin with that sound in the appropriate bag.
- Name an item. Have your child repeat the name of the item and then bring the item to you. Ask him to name the beginning letter sound.

- At mealtime, ask the child to name each food that is being served and its beginning letter sound.

7. Clap, Snap, Rap

Purpose:
To develop listening skills

Materials:
none

Time: 10 minutes

Procedure:

1. Have your child close his eyes and listen carefully to the sounds that you will be making.
2. Ask your child to guess what each sound is. Try rapping on the table, clapping your hands, snapping your fingers, yawning, coughing, humming, and so on.

Additional Activities:

- Repeat the activity using such everyday sounds as the water running, door bell ringing, clock chiming, or a door opening/closing.
- Let your child make sounds for you to identify.
- Clap your hands in a rythmic pattern. Ask your child to clap in the same pattern.
- Go outside or open a window. Ask your child to close his eyes and name the sounds he hears.

8. How to Tell a Story

Purpose:
To improve comprehension and oral expression.

Materials:
none

Time: 10-15 minutes

Procedure:

1. Choose a story about something unusual that happened in real life or a story from a book.
2. Explain unfamiliar words that are important to the story so that your child will have the necessary background to understand the story.
3. Tell the story, rephrasing if the story is from a printed source. Make sure your story has three (3) parts: a beginning, a middle and an ending. Include interesting characters and words. Make your story have lots of action.
4. Discuss the story with your child.
   Ask him to tell you about the parts of the story.
   Ask him what happened first, second and last.
   Ask him to recall specific details about the story.
   Ask him why the story ended as it did.

Additional Activities:

- Help your child make up stories about a picture cut from a magazine or newspaper.
- Provide a spark by giving a beginning such as: "One day I went to the park and saw a turtle carrying a suitcase..."
- Help your child create a story by writing it down as he tells it.
- Encourage your child to draw a picture to go with the story and combine the two into a book. Then have your child read his book.

Readiness Skills

The following list of basic skills may help you to determine your child's readiness to read:

Auditory Discrimination

Distinguishes sounds
1. Loud and soft sounds
2. High and low sounds
3. Like and different environmental sounds

Visual Discrimination

Recognizes own name

Distinguishes likenesses and differences
1. Color
2. Sizes (big, little, tall, short, small, large)
3 Shapes (circle, triangle, square, rectangle)
4 Letters of alphabet in uppercase (A) and lowercase (a)

Distinguishes direction:
1. Top/bottom
2. Left/right

Follows left to right sequence

Matches:
1. Uppercase letters to other uppercase letters (A, B, C)
2. Lowercase letters to other lowercase letters (a, b, c)
3. One syllable words of like configuration (hat, bat)

Identifies:
1. Letters of alphabet in uppercase and lowercase
2. Numerals 1-10

Oral Vocabulary

Labels objects common to home and school
Describes objects common to home and school
Classifies objects common to home and school
Expresses ideas related to objects, pictures, experiences

Recommended Books for Early Childhood

Books for Babies

Your baby will enjoy cloth and board books and Mother Goose nursery rhymes. Song and game books are also suggested.

Baby's First Words by Lars Wik
Baby's Mother Goose published by Platt and Mund
Eye Winker, Tom Tinker, Chin Chopper: 50 Musical Fingerplays by Tom Glazer
The Me Book by John E. Johnson
Mother Goose Book (illustrator is a matter of personal preference)

Books for Toddlers

Your toddler likes repetition and will want to hear his favorite books read many times. It is important to choose sturdy books with clear, easy to "read" pictures and stories which reflect your child's own world. Colorful magazines will interest your toddler.

Early Words by Richard Scarry
Goodnight Moon by Margaret Wise Brown
Marmalade's Nap by Cindy Wheeler
Pat the Bunny by Dorothy Kunhardt
Sam Who Never Forgets by Helen Oxenbury
Taste the Raindrops by Ana Hines
The Very Hungry Caterpillar by Eric Carle
Where's My Baby? by H. A. Rey
Where's Spot? by Eric Hill

Books for Three and Four Year Olds

Before choosing a book for your three or four year old, ask yourself the following questions:

1. Do you approve of the message imparted?
2. Will you want to read the book may times?
3. Does this book answer your pre-schooler's questions?
4. Will this book comfort, not scare, your child?
5. Do both the topic and the pictures relate to your child's interests and/or needs?

The Carrot Seed by Ruth Krause
Curious George by H. A. Rey
Freight Train by Donald Crews
Gilberto and the Wind by Marie Hall Ets
Make Way for Duckling by Robert McCloskey
May I Bring A Friend? by Beatrice Schenk de Regniero
Poems to Read to the Very Young selected by Josette Frank
The Snowy Day by Ezra Jack Keats
The Tale of Peter Rabbitt by Beatrix Potter

Books for Five Year Olds

Your five year old is ready for a variety of books both fact and fantasy. Simple folktales are appropriate, but select those that aren't gory. Begin to build a library of your child's own books, and borrow books from the public library. **Draw attention to printed words but concentrate on developing a love for books and stories. This is where reading begins!**

Bedtime for Francis by Russell Hoban
The Best Word Book Ever by Richard Scarry
Caps for Sale by Esphyr Slobodkins
The Little Engine That Could by Watty Piper
Mike Mulligan by Virginia Lee Burton
Millions of Cats by Wanda Gag
Nutshell Library by Maurice Sendak

The Runaway Bunny by Margaret Wise Brown
Stone Soup by Marcia Brown
The Story About Ping by Marjorie Flack

Extended Bibliography

Birth to Age Three

A B C, An Alphabet Book by Thomas Mathiesen
Anybody AT Home? by H.A. Rey
Baby Animals by Garth Williams
Baby Animals and Baby Farm Animals (Golden Press)
Baby's First Book (Platt and Munk)
Best Word Book Ever by Richard Scarry
The Cat in the Hat Beginner Book Dictionary by Dr. Suess
A Child's Goodnight Book by Margaret Wise Brown
Farm Animals by Irma Wilde
The Giant Nursery Book of Things That Go by George Zaffo
The Goodnight Book by Eileen Rosenbaum and Peter Seymour
Happy Book of A B C by Helen Federico
My Bunny Feels Soft by Charlotte Steiner
My Teddy Bear Book by Patsy Scarry
Our Neighborhood Friends by Olivia Flouring
Pet Parade by Dean Walley
The Touch Me Book by Pat Witte and Eve Witte
What Do You See? (The Hampton Publishing Company)
Zoo Parade by Dean Walley

Ages Three to Six

And to Think That I Saw It on Mulberry Street by Dr. Suess
Apricot A B C by Miska Miles
The Baby Animal Dress-Up by Peggy Cloth Books
A Baby Sister for Frances by Russell Hoban
A Bargain for Frances by Russell Habar
Bartholomew and the Ooleck by Dr. Suess

Bedtime for Frances by Russell Hoban
Be Nice to Spiders by Margaret Bloy Graham
Best Mother Goose Ever by Richard Scarry
The Big Book of Fire Engines by George J. Zaffo
The Book About Me, By Me Myself by Dr. Suess
Brain's Secret Errand by Joy Lonergan
The Bunny Who Found Easter by Charlotte Zolotow
Catch Me and Kiss Me and Say It Again by Clyde Watson
The Cat In the Hat by Dr. Suess
The Cat In the Hat Comes Back by Dr. Suess
The Clean Brook by Margaret Farington Bartlett
Colors by John Hawkinson and Lucy Hawkinson
The Dead Bird by Margaret Wise Brown
Dr. Suess's A B C by Dr. Suess
Everybody Has A House and Everybody Eats by Mary McBurney Green
Frog Went A-Courtin' by John Langstaff
The Glowing Story by Ruth Krause
Going Barefoot by Aileen Fisher
Goodnight, Andrew, Goodnight, Craig by Marjorie Sharmat
Herman the Loser by Russell Hobar
Hooray for Jasper by Betty Howath
Horton Hears A Who by Dr. Suess
If I Ran The Circus by Dr. Suess
If I Ran The Zoo by Dr. Suess
I'm Going To Have a Baby by Laura Z. Hobson
A Kiss is Round by Blossom Budney
Let's Be Enemies by Janice May Edry
Millions and Millions by Louis Slobodkin
Mommies by Lonnie Carton
The Monkey and the Crocodile by Paul Goldone
Mother Goose, A Collection of Classic Nursery Rhymes by Michael Hauge
Mother Goose Treasury by Raymond Briggs
My Father Can Fix Anything by Mable Watts
Nobody's Cat by Mishka Miles
One Morning in Maine by Robert McCloskey
Plant With Me by Mare Hall Ets

Popcorn and Ma Goodness by Edna Mitchell Preston
Rabbit Hill by Robert Lawson
The Rotten Book by Mary Rogers
SHHhh....BANG by Margaret Wise Brown
The Sleepy Little Lion by Margaret Wise Brown
The Snowy Day by Jack Ezra Keats
The Sorely Trying Day by Russell Hoban
Spectacles by Ellen Raskin
Staying Home Alone on a Rainy Day by Chihiro Iwasak
The Story About Ping by Marjorie Flack
Sylvester and the Magic Pebble by William Steig
Thidwick the Big Hearted Moose by Dr. Suess
Timothy Turtle by Al Graham
Umbrella by Taro Yahima
A Very Special House by Maurice Sendak
Water, Where It Comes From and Where It Goes by Ira Freeman and Sean Morrison
What Do You Say Dear? by Sesyle Joslin
What Girls Can Be by Dean Walley
What's Good for a Five Year Old? by William Cole
When I Grow Up by Lois Lerski
Where Does Everyone Go? by Aileen Fisher

Periodicals

Examples of good magazines for children ages 3-8:

Ranger Rick's Nature Magazine - Articles about nature and animals with excellent photography, National Wildlife Federation, 1412 16th Street SW, Washington, D.C. 20036

Sesame Street Magazine - Games, stories, and activities to develop pre-reading and thinking skills - Children's Television Workshop, Post Office Box C-10, Birmingham, AL 35210

Stone Soup - Stories, poems, letters and pictures by children, Box 83, Santa Cruz, CA 95063

FIRST THROUGH THIRD GRADES

Introduction

Children develop at vastly different rates. As parents, it is important that you demonstrate a positive attitude and acceptance of your child's personal rate of learning.

At the primary level, your child is given instruction for the purpose of helping him to begin to read. Instruction is aimed at developing and expanding a sight vocabulary, associating visual symbols with speech sounds (phonics), and helping your child see that reading is a "meaning-making" process (comprehension).

Skill Development

Vocabulary

In the beginning reading stages and through the primary level, you can help your child acquire a reading vocabulary that will assist him to begin reading. Labeling items, as described in the Early Childhood section, should be continued by calling attention to labels and giving your child the opportunity to associate words with objects.

Picture-word cards (cards on which the picture and the name of the item pictured are given) can be used to expand your child's sight vocabulary.

Your child's vocabulary develops in the following manner; first, he develops a listening vocabulary, then a speaking vocabulary and finally a reading vocabulary. He must be able to see the relationship among these three, before reading takes place. Putting your child's thoughts on paper so that he can see the connection between what he is saying, what you are writing, and what he will later be reading, plays an important role at this level.

Word Analysis

Word analysis skills are those skills which will enable your child to identify independently a word as it appears on the printed page. Included in these skills is phonics, which is helpful to most children in learning to read. If your child first learns the relationship between letters and sounds, he more likely will be able to break the code when encountering new words. Phonics plays a major role in reading instruction in the primary grades.

Oral and Silent Reading

In the early stages, most of your child's reading will be oral. By second and third grades, reading becomes more extensive and independent. It is important in these later primary grades that your child be assisted in finding books that he will enjoy reading, or he is less likely to continue reading in his leisure time.

Your child will feel more comfortable reading material aloud if first you encourage him to read it silently.

Comprehension

Perhaps the single most important way to help your child learn to understand what he hears and, later, what he reads is to read stories aloud to him. Asking questions before, during and after a story encourages careful listening and good reasoning.

Understanding and interpreting what is read is reading. In the primary grades, your child has begun to recognize words and to associate meaning with those words. Comprehension skills at this stage must be practiced using material that is neither too challenging nor frustrating. It is essential to use materials with which your child is comfortable.

Other considerations to bear in mind as you work with your primary child at home are: Begin with a minimum of ten minutes, increasing the time as your child's attention span allows; schedule your activity together for approximately the same time each day.

Meeting success is the key to a young child's development. Your child will learn at his own rate; however, in order for him to enjoy and appreciate reading, he must feel good about what he is doing. Be generous with praise at this time.

ACTIVITIES

1. Story Starters

Purpose:
To encourage writing

Materials:

Story Starters

MONDAY	TUESDAY	WEDNESDAY	THRUSDAY	FRIDAY
After dark, my friend and I...	Apples can be used for...	As the clock struck twelve..	If I lost my lunch	The Perfect Hamburger
This week I hope to to...	A _____ would be an unusual pet.	The best thing about TV...	The worst thing about TV...	For exercise I like to...
If there were no door knobs...	Vacations are the perfect time for...	Some pockets are used for...	The ____ was as slow as...	Dottie Dragon dreamed about...
Here are five great things about m e	Here comes the parade!	I help my father by...	I feel sorry for...	If I couldn't sleep...
As I sat in the doctor's	Finally, Lucky Lion was ready to go	I get excited when...	I'm proud to be an American because...	The falling star...

Time: 15 minutes

Procedure:

1. Have your child complete writing starters by either finishing the story or poem or dictating his ideas to you.
2. Have your child draw a picture to complete the story or poem.
3. To develop your child's speaking vocabulary this activity may be done orally while riding in the car, taking a walk, or as a bedtime story. You give your child a beginning and he tells you the ending.

2. Newspaper Hunt

Purpose:
To provide practice in using basic sight vocabulary

Materials:
Newspaper or magazines
Scissors
Paste
Dolch list (see page 37)

Time: 15-20 minutes

Procedure:

1. Help your child find and cut out from the newspaper words from the Basic Sight Vocabulary List. The words can be pasted in a booklet as they are learned.
2. As basic sight vocabulary words are found in the newspaper, your child can paste the words on a sheet of paper and use them in sentences.

3. Alphabet Fun

Purpose:
To develop vocabulary and classification skills

Materials:
Pencil and paper

Time: 15-20 minutes

Procedure:

1. On a sheet of paper list the letters of the alphabet allowing space for a word to be completed.
2. Decide (with your child) a category or subject of interest. Example: Animals, Holidays, Sports, etc.
3. Have your child list or dictate a word for each letter of the alphabet that corresponds to the category or topic.

4. What's at Home?

Purpose:
To provide practice in sound-symbol relationships

Materials:
Household items

Time: 10-15 minutes

Procedure:

1. Have your child find household items whose names begin with the sound b.
2. Have your child find household items whose names end with the sound b.

Additional Activities:

- Practice this activity with other consonant letters.

5. Breakfast Special

Purpose:
To reinforce phonetic skills

Materials:
Cereal box
Phonics Guide page 34

Time: 15-20 minutes

Procedure:

1. Find and list all the words that begin with vowels.
2. Using only the word on the front of the box, make six short sentences.

Additional Activities:

- Copy all the words that have silent letters from the back of the box.
- Find all the words that contain the st (or any blend) sound. List them.
- Find at least one word for each letter of the alphabet.
- Find words that have all the letters in your first or last name.

6. Oral Reading Strategies I

Purpose:
To provide practice reading orally

Materials:
A book

Time: 15-20 minutes

Procedure:

1. Select one or more of the following activities:

Pair Reading - Read to each other alternating pages.
Repeated Reading - Have your child practice one paragraph or page until he can read rapidly without error.
Taped Reading - Have your child read a story into a tape recorder.
Echo Reading - Have your child reread sentences immediately following your reading.
Choice Reading - Have your child read his favorite part of a story to you.
Choral Reading - Have your child read a story aloud with you.

7. Oral Reading Strategies II

Purpose:
To develop oral reading skills

Materials:
Signs
Cans
Boxes
Television

Time: Variable

Procedure:

1. Use available opportunities to encourage your child's reading of:

    - Road signs
    - Food cans and boxes
    - Television advertisements
    - Items in the kitchen

8. What's Cooking?

Purpose:
To demonstrate comprehension of what is written and to provide practice in sequencing.

Materials:
Ingredients for simple recipes
Paper and pencil

Time: 20 minutes

Procedure:

1. Have your child make chocolate milk, identifying the sequence of steps as you record each step.
2. Your child may then either make the recipe again from the written directions or read the recipe back to you. Vary the procedure by using a sandwich, lemonade, or ice cream sundae, etc.

9. Follow Me

Purpose:
To improve comprehension through practice in following directions.

Materials:
Paper
Crayons
List of instructions

Time: 15 minutes

Procedure:

1. Have your child follow the directions which you have written.

Examples:

Draw 3 cars.	Draw 2 mountains.	Draw 4 hats.
Color them blue.	Color them yellow.	Color 2 of them.

10. What I Learned

Purpose:
To develop comprehension of what is read.

Materials:
Book (see Recommended Books For Primary Grades page 38)
Pencil and paper

Procedure:

1. Before your child reads a selection, tell him to make a mark on a sheet of paper each time he learns something important.

2. When he finishes reading, encourage him to recall a detail for each mark he has made.

11. What Happens Next?

Purpose:
To provide practice in arranging sentences in logical sequence.

Materials:
Sentences
Pencil and paper
Comics

Time: 10 minutes

Procedure:

1. After reading the set of three sentences, your child should number 1, 2, 3, to show the correct sequence of events.

____ Dig a hole.	____ I awoke.
____ Plant seeds.	____ I walked to school.
____ Cut the flowers.	____ I got dressed.
____ The lake freezes.	____ Look and listen.
____ Summer ends.	____ Cross with care.
____ We go skating.	____ Stop at the crosswalk.

Additional Activities:

- You can extend this activity by cutting apart a comic strip. Your child is to place each part in its proper sequence.

Phonics Guide

Phonics is the sounds of letters and letter combinations.

List of consonants with key words:

b - ball	g - goat	l - lamp	r - ring	w - wagon
c - cat	h - horse	m - monkey	s - sock	y - yellow
d - dog	j - jar	n - nail	t - tiger	z - zoo
f - fish	k - kite	p - pig	v - valentine	

The letter X is usually found at the end of words as in BOX. When X is at the beginning of a word it usually has the sound of Z as XYLOPHONE.

The letter Q is only sounded with the letter U. The QU has the sound of KW as in QUEEN.

When C or G are followed by E, I, or Y they usually have a soft sound.

Example:

C has the S sound as in CIRCUS
G has the J sound as in GENTLE

A consonant blend is two or three consonants side by side sounded together as a blend of sounds.

List of consonant blends with key words:

bl - black	fl - fly	pl - plum
cl - climb	gl - glass	sl - sleep
br - brush	dr - dress	gr - green
cr - crawl	fr - fresh	pr - proud
		tr - truck
sc - scar	sm - smile	sp - spin

sk - skate	sn - snake	st - star
dw - dwell	nk - bank	sw - swim
tw - twin	nt - tent	nd - blend
scr - scrub	squ - squash	sch - school
spr - spring	str - straight	spl - splash

A consonant digraph is two consonants side by side which make one sound.

List of regular consonant digraphs with key words:

wh - white
ch - chair
th - this (voiced) and think (unvoiced)
sh - shell
ng - sing

Irregular consonant digraphs and key words:

ch - /k/ - character	ph - /f/ - phone
ch - /sh/ - chef	gh - /f/ - laugh

The vowels are the 5 letters; a, e, i, o, and u. Y and w sometimes function as vowels. Vowels have two main sounds.

List of short vowel key words:

Beginning Position	Middle of Word
a - apple	a - pat
e - egg	e - pet
i - igloo	i - pit
o - ox	o - pot
u - umbrella	u - put

List of long vowel key words:

a - ape
a - eve
i - ice
o - open
u - use

Vowel Rules:

1. A single vowel in a word or syllable usually is short. (hat)
2. A single e at the end of a word makes the first vowel long. (hate)
3. A single vowel at the end of a word or syllable is usually long. (she)
4. When two vowels are together, usually the first one is long and the second one is silent. (train, peach)

DOLCH LIST

The list of sight words that follows is compiled by Dolch. The words are learned by memory rather than sounded out and can be practiced with flash cards or in games. The most effective way to ensure your child's recognition of these words is to provide him with easy books in which they are frequently used.

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away
be
because
bean
before
best
better
big
black
blue
both
bring
brown
but
buy
by
call
came
can
carry
clean
cold
come
could
did
do
does
done
don't
down
draw
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
going
good
green
grow
had
has
have
he
help
her
here
him
his
hold
hot
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
know
laugh
let
light
like
little
live
long
look
made
make
many
may
me
much
must
my
myself
never
new
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
pick
play
please
poetry
pull
put
ran
read
red
ride
right
round
run
said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop
take
tall
than
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
work
would
write
yellow
yes
you
your

Recommended Books for Primary Grades

Books for Six and Seven Year Olds

Books for six and seven year olds should center on and expand your child's interests. Easy-to-read books are quite appropriate at this age. Continue to read aloud, especially books that are too difficult for your child to read independently. The trips to the library and/or book store should be joint activities.

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
Amos and Boris by William Steig
The Fairy Tale Treasury by Virginia Haviland
Frog and Toad are Friends by Arnold Label
Go Dog, Go by P. D. Eastman
The House at Pooh Corner by A. A. Milne
Ramona the Pest by Beverly Cleary
The Snowman by Raymond Briggs
Stevie by John Steptoe
Where the Wild Things Are by Maurice Sendak

Books for Eight and Nine Year Olds

The key to the selection of books at this age is that the literature should be "desired" not "required." Read-aloud stories should deal with increasingly complex characters and plots. When reading to your child, select stories that you enjoy so that you convey your pleasure. Encourage your child to look for different titles by authors that he likes as well as different types of literature.

Bunniculi by Deborah and James Howe
Charlotte's Web by E. B. White
The Cricket in Times Square by George Selden
Dominic by William Steig
Freckle Juice by Judy Blume
The Garden of Above Gasazi by Chris Van Allsbirg
The Little House Series by Laura Ingalls Wilder
No One is Going to Nashville by Mavis Jokes
Ramone Quimby, Age 8 by Beverly Cleary
Sarah, Plain and Tall by Patricia MacLachlan

Extended Bibliography

A, B, See by Tana Hoban
Aesop's Fables selected and illustrated by Michale Hague
Alexander, Who Used to Be Pick Last Sunday by Judith Viorst
Anatole by Eve Titus
Anna and the Seven Swans by Maida Silverman
Are You My Mother? by P. D. Eastman
Ben and Me by Robert Lauson
Benji by Joan M. Laxau
Betsy - Tacy by Maud Hart Lovelace
The Biggest Bear by Lynd Ward
Caddie Woodlawn by Carol Lyric Brink
The Case of the Hungry Stranger by Crosby Bonsall
The Cat in the Hat by Dr. Seuss
Charlotte's Web by E. B. White
A Child's Garden of Verses by Robert Luis Stevenson
Chocolate Fever by Robert K. Smith
Cloe and Maude by Sandra Boynton
Cinderella translated and illustrated by Marcia Brown from Perrault
Color Kittens by Margaret Wise Brown
Confessions of an Only Child by Norma Klien
Cron Bay by Taro Yashima
Crow Boy by Taro Yashima
Danny and the Dinosaur by Syd Hoff

Dinosaur Time by Peggy Parish
Easy as Pie by Marcia and Michael Folsom
Friends by Helen Heine
Gobs of Goo by Vicki Cobb
Gregory Griggs selected and illustrated by Arnold Label
The Hare and the Tortoise by Le Fontaine
Hateful Plateful Trick by Scott Corbett
I'll Fix Anthony by Judith Viorst
In the Year of the Boar and Jackie Robinson by Bette Bao Lord
Jamboree: Rhymes for All Seasons by Eve Merrian
Kids Computer Capers by Sandra Markle
Lentil by Robert McCloskey
Lentil Soup by Joe Lasker
A Letter to Amy by Ezra Jack Keats
Little Bear by Else H. Minorck
The Littles by John Peterson
Lyle, Lyle, Crocodile by Bernard Waber
M and M and the Haunted House Game by Pat Ross
Mary Poppins by P. L. Travers
The Marzipan Moon by Nancy Willard
Miss Nelson is Missing by Harry Allard
The Most Amazing Hide and Seek Alphabet Books by Robert Crowther
Mr. Popper's Penguins by Richard and Florence Atwater
The Mystery on Bleeker Street by William H. Hooks
Nobody Listens to Andrew by Elizabeth Guilfoile
Old Mother Witch by Carol Carrick
Once There Was a Tree by Natalia Romanova
Panda by Susan Bonners
Pie Biter by Ruthanne Lum McCunn
Pippi Longstocking by Astrid Lindgren
Poem Stew selected by William Cole
Potatoes, Potatoes by Anita Label
Pinkerton, Behave! by Steven Kellogg
Remove the Pest by Beverly Cleary
Rapunzel from Grimm retold and illustrated by Bernadette Watts
Sam Bangs and Moonshine by Evaline Ness

Shoe Shine Girl by Clyde Robert Bulla
Soup and Me by Robert Newton Peck
Strega Nona retold and illustrated by Tomie de Poola
Sylvester and the Magic Pebble by William Steig
Tale of a Fourth Grade Nothing by Judy Blume
Tasha Tudor's Book of Fairy Tales illustrated by Tasha Tudor
Teach Us, Amelia Bedelia by Peggy Parrish
Tell Me a Mitzi by Lore Segal
Ten Apples On Top by Theodore Le Sieg
Tikki, Tikki, Tembo retold by Arlene Mosel
What's Inside? by Satoshi Kitamura
When We Were Very Young by A. A. Milne
When Will I Read? by Meriam Cohen
The Whingdingdilly by Bill Peet
You Can't Eat Peanuts in Church and Other Little Known Laws by Barbara Seuling

Periodicals

Examples of good magazines for children ages 6-13:

Cricket - Selections of children's literature.Open Court Publication Company, Walnut Lane, Boulder, CO 80301

Ebony Jr. - Articles about black history and culture.Johnson Publishing Company, 820 South Michigan Avenue, Chicago, IL 60605

Electric Company - Articles and activities for children who are having difficulty with reading. Children's Television Workshop, Post Office Box C-14, Birmingham, Al 35201

National Geographic World - Articles about nature and animals: excellent photography.- National Geographic Society, Post Office Box 2895, Washington, D.C. 20013

FOURTH THROUGH SIXTH GRADES

Introduction

At this level vocabulary and comprehension skills become more sophisticated. There is an increased emphasis on critical reading skills. Your child will need to examine cause and effect relationships, to distinguish between stated and implied main idea, and to make inferences and conclusions about what he both reads and experiences. Along with the development of higher level reading skills will come more complex writing and research assignments. Summarization and use of dialogue are some of the skills he will be practicing. Written tasks will frequently be drawn from reading assignments. You can assist your child by providing access to reference books such as a dictionary, thesaurus, encyclopedia, almanac, and atlas. Much of what your child does each day in school, regardless of the subject, will involve the use of these more complex reading and writing skills and materials. At the same time, your child is being introduced to new sets of interests and peer pressures. Attention must be focused not only on your child's reading development but also on his growth as a maturing, curious person.

Characteristics you may observe at this time for a child in this age group include:

1. An awareness of himself and how he is perceived by others his age- hair, clothes, language, size.
2. The choice of role models from prominent sports figures and entertainers.
3. Increased time spent with video games, television, phone calls, shopping, and organized sports.
4. The display of increased interest and concern about the world outside his immediate home and community.
5. A continuing need for positive reinforcement for tasks well done at home and at school as well as a structure for acceptable behavior.

It has become increasingly evident that electronic entertainment has taken the place of books as the primary source of adventure, mystery, humor, news and overall information-gathering in our society. As a parent, you cannot simply get rid of the television, video games, and VCR and say "READ." You can, however, give your child the opportunity to share with you activities which promote reading enjoyment, and ultimately, reading improvement. By using your knowledge of your child and his pre-teen characteristics, you can plan reading time that will take advantage of his interests and strengths.

Skill Development

Vocabulary

Your child's vocabulary can be expanded through family experiences, magazines and newspaper articles, and his own interests. Encouraging him to use words associated with these activities in personal writings (letters), journals, stories, and poetry all promote vocabulary growth. In addition, each content area at school has a specialized vocabulary which is important to success in that area. Your support in seeing that vocabulary assignments are completed will help your child to comprehend the content of his textbooks.

Structural Analysis

Structural analysis skills are those skills which enable your child to understand the meaning of a word by looking at its structure or the "way a word was built". Skills include: the use of affixes (prefixes and suffixes) and root words (dis/appear, color/ful); making words plural (box, boxes); changing tense (play, played); dividing words into syllables (um/brel/la); and the use of contractions (can/not, can't, I/am, I'm).

Comprehension

Your child is using a variety of skills to understand the material he reads. Comprehension skills include finding the main idea, or purpose, recognizing cause and effect, sequencing events, drawing conclusions, summarizing, distinguishing fact from opinion, identifying details (who, what, where, when), and making inferences. You can assist your child in the development of these skills by asking leading questions such as: "What is the main idea in this story?" Probably the most important way in which you can help

is to provide a wide variety of experiences for your child that will help him to relate to people, places, and events in his reading.

Oral Reading

Your child can improve his understanding by reading aloud material that he has previously read. You can assist in this process by clarifying the meanings of words, identifying the purposes of various marks of punctuation, and by modeling oral reading that clearly shows the writer's intentions.

Activities

1. Adopt -A-Plant

Purpose:
To build vocabulary based on experiences. To practice observation and writing skills.

Materials:
A journal (notebook)
Writing/drawing equipment

Time: 15 minutes weekly

Procedure:

1. Select with your child a tree (or other outdoor growth) to observe. "Adopt" this plant for several months, up to a year.
2. Keep a written record in the journal of what happens to the tree on a weekly basis.
3 Record additional information by taking photographs or drawing pictures of the plant as the months pass.
4. Develop a set of vocabulary words from the experience as well as from material read in encyclopedias or library books.
5. Reread the journal together and write some questions to guide your "adoption" project.

Additional Activities:

- This same procedure can be used in observing a new puppy, kitten, newborn at a local zoo, or new baby brother or sister.

2. Calendar Keeper

Purpose:
To read common words such as months of the year, days of the week, holidays, and special family events. This activity will also acquaint your child with an organizational structure.

Materials:
Large, block style calendar
Pen or pencil
Crayons or markers

Time: 30 minutes

Procedure:

1. Have your child read through and identify each month; write the names of the months and choose some symbols to draw for them.
2. Have your child read each day of the week to you.
3. Read through the calendar and identify special holidays or events for that month. Talk about them, including any special memories you have.
4. Choose one holiday and research its history. Write the information in a notebook.
5. Write on the calendar any special events involving your child or other family members.

Additional Activities:

- Practice the understanding of the concepts of before and after using calendar dates.
- Do math problems with calendar dates and years.
- Put a calendar up for the family to use and leave notes for each other on it.

3. Tic Tac Checkerboard

Purpose:
To practice using contractions, affixes, and root words.

Materials:
Checkerboard
Markers
Tic-Tac-Toe pattern

Contractions:

is not, isn't	will not, won't
are not, aren't,	I am, I'm
it is, it's	I have, I've
could not, couldn't,	I will, I'll
cannot, can't	do not, don't
does not, doesn't	have not, haven't

Prefixes:

re -	rewind, rethink, retell, reuse, redo
un -	unkind, uncertain, unpleasant, unclean
dis -	disappear, dismiss, displace, disown
mis -	mistook, misplace, misspell, missjudge

Suffixes:

-less	useless, hopeless, colorless, tireless
-ful	cheerful, helpful, truthful
-ly	usually, noisily, certainly, comically
-able	suitable, eatable, moveable, portable
-ment	amusement, government, assignment

Time: 20-30 minutes

Procedure:

1. Place words or word parts on checkerboard squares or in Tic-Tac-Toe squares.

2. In order to advance, your child should pronounce the word part and another word to go with it. With contractions give either the two words, such as "is not", and have your child say "isn't", or reverse the game by writing the contraction and have your child give the two parts. With affixes give the prefix or suffix and have your child add a root word.
   For example:
   re - rewind; -less, helpless
   did not, didn't; they're, they are

4. Syllable Search

Purpose:
To identify words with multiple syllables (or parts) in the newspaper or a magazine article. Keep your child's interests in mind.

Materials:
Newspaper
Magazine
Other written material such as a favorite poem or passage from a favorite story
Pen or pencil
Highlighter
Dictionary

Time: 20-30 minutes

Procedure:

1. Read together a chosen passage or paragraph.
2. Using a pen, pencil, or highlighter reread the paragraph silently and mark all multi-syllable words. Make it a game to see who can find the most words or the word with the most syllables.

3. Select some of the words and divide them into syllables making sure that the meaning of each word is understood. Use a dictionary if necessary.

5. And That's A Fact!

Purpose:
To recognize the difference between a fact and an opinion.

Materials:
Cereal box or boxes

Time: 15 minutes

Procedure:

1. Discuss the meanings of the words fact and opinion.
2. Have your child identify information on the cereal box that is fact - weight, ingredients, manufacturer.
3. Have your child read any words or phrases that are opinions.
4. Discuss with your child what made some of the information fact and other information opinion.

Additional Activities:

- Read together an article about one of your child's favorite sports figures or entertainers and select facts and opinions about the person, using clue words such as "I believe", "I think", and "In my opinion".

7. Family Secrets

Purpose:
To use clues to make an inference. (An inference is the decision you come to based on clues, when you are not given the answer in the reading.)

Materials:
Familiar recipes
Pen or pencil
Paper

Time: 15 minutes

Procedure:

1. Select five to ten favorite family recipes.
2. Cover the name of the recipe.
3. Have your child read the recipe with you and decide what favorite dish it is.
4. Write the name of the recipe on a piece of paper.

8. What's Happening?

Purpose:
To predict outcomes.

Materials:
Newspaper or magazine
Scissors
Pen or pencil
Paper

Time: 15 minutes

Procedure:

1. Select an action picture from the newspaper or a magazine.
2. Cut it out and have your child tell or write about the events that might have led up to the action in the picture.
3. Discuss his choice of events.

9. Undercover

Purpose:
To read information listed in an index. (An index is an alphabetical listing of major topics or items with subtopics listed under the major categories, (e.g. TOYS - Puzzles, Dolls, Electric Trains).)

Materials:
Catalog with specific sections that show major topics, subtopics and page numbers

Time: 15 minutes

Procedure:

1. Have your child locate a specific section in the catalog index.
2. Ask your child to locate a specific item.
3. Have your child read the page number and any subtopics listed.
4. Have your child locate the specific item and read the description, cost, and other available information.

10. Step by Step

Purpose:
To read and follow directions.

Materials:
A favorite game or a new game
A purchased model for construction or materials for a special school project

Time: 15-20 minutes

Procedure:

1. Have your child read directions silently.
2. Have your child reread directions orally as the game or model construction proceeds.

Additional Activities:

- Share information from newspapers and magazines.
- Have your child read the television guide, recipes, and subscription forms to you.

Recommended Books For Intermediate Grades

Books for Ten to Twelve Year Olds

When making choices for your intermediate grade child, consider books that provide the following:

- An exploration of morals and values
- Information about his special areas of interest
- A look at fantasies and legends

By encouraging your child to make independent choices of books and magazines and to share these materials with the family by reading aloud, you will foster his interest in reading and his development of reading skills.

Abe Lincoln Grows up by Carol Sandburg
American Tall-Tale Animals by Adrien Stoutenberg
And Then What Happened , Paul Revere? by Jan Fritz
At the Top of My Voice and Other Poems by Felice Holmon
Bambi by Felix Salton
Black Beauty by Anna Sewell
Black Stallion by Walter Farley
Born Free by Joy Adamson
The Borrowers by Mary Norton
Bridge to Terabithia by Katherine Paterson
Brighty of the Grand Canyon by Marguerite Henry
Call It Courage by Armstrong Sperry
The Call of the Wild by Jack London
Castle and Cathedral by David Macaulay
Captains Courageous by Rudyard Kipling
Charlie and the Chocolate Factory by Roald Dahl
Cricket in Times Square by George Selden
Crickets and Bullfrogs and Whispers of Thunder: Poems and Pictures by Harry Behn

A Day of Pleasure: Stories of a Boy Growing Up in Warsaw by Isaac Basheirs Singer
Doctor Coyote: A Native American Aesop's Fables retold by John Bierhorst
The Dog Days of Arthur Cane by T. Ernesto Bethancourt
From the Mixed-up Fables of Mrs. Basil E. Frankweiler by E. L. Konigsburg
Great Brain books by John D. Fitzgerald
Hailstones and Halibut Bones poems by Mary O'Neill
Harriet the Spy by Louise Fitzhugh
Heide by Johanna Spyri
I Know Why the Caged Bird Sings by Maya Angelou
Island of the Blue Dolphins by Scott O'Dell
James and the Giant Peach by Roald Dahl
Johnny Tremain by Esther Forbes
Julie of the Wolves by Jean Craighead George
The Jungle Book by Rudyard Kipling
Lassie Come Home by Eric Knight
Lincoln: A Photobiography by Russell Freedman
The Lion, Witch, and the Wardrobe by C. S. Lewis
Little Woman by Louisa May Alcott
The Merry Adventures of Robin Hood by Howard Pyle
Misty of Chincoteague by Marguerite Henry
Mythology by Edith Hamilton
A New Treasury of Children's Poetry: Old Favorites and New Discoveries edited by Joanna Cole
The Nutcracker: A Story and A Ballet by Ellen Switzer
Old Yeller by Fred Gibson
Paul Bunyan Swings His Axe by Dell J. McCormick
The People Could Fly: American Black Folk Tales by Virginia Hamilton
Peter Pan by J. M. Barrie
Phantom Tollbooth by Norton Juster
Prairie Songs by Pamla Conrad
The Rainbow Fairybooks by Andrew Lang
Sarah, Plain and Tall by Patricia McLachlan
The Secret Garden by Frances Hodgson Burnett
Selections from Poor Richard's Almanac by Benjamin Franklin

Snow Treasure by Marie McSwigan
Sounder by William Armstrong
Stories of the Gods and Heroes by Sally Benson
The Summer of the Swans by Betsy Byars
Sundiata: The Epic of the Lion King by Roland Berthol
A Swinger of Birches: Poems of Robert Frost for Young Readers by Robert Frost
Swiss Family Robinson by Johann Wyss
Tales from Shakespeare by Charles and Mary Lamb
Tales of Mystery and Imagination by Edgar Allen Poe
Thor and the Giants by Anita Feagles
Treasure Island by Robert Lewis Stevenson
The Trumpeter of Krakow by Eric Keely
Tuck Everlasting by Natalie Babbitt
The Voyage of the Lucky Dragon by Jack Bennett
The Westing Game by Ellen Raskin
What's the Big Idea, Ben Franklin? by Jan Fritz
Where the Red Fern Grows by Wilson Rawls
Where Was Patrick Henry on the 29th of May by Jan Fritz
The Wind in the Willows by Kenneth Grahame
A Wrinkle in Time by Madeline L'Engle

Periodicals

Examples of good magazines for children ages 10-12:

National Geographic World - A monthly publication with spectacular colored pictures, facts from around the world and animals and science articles. National Geographic Society, P.O. Box 2895, Washington, D.C. 20013

Sports Illustrated for Kids - A new publication which features sports figures, notable personalities, statistical information about sports and tips on playing a sport. Sports Illustrated. P.O. Box 830606, Birmingham, AL 35282-9487

Zoobooks - A monthly periodical that features one species of zoo animal in each publication. Wildlife Education, Ltd., 930 West Washington Street, San Diego, CA 92103